

CBT Chapters

- Introduction
- The Communication Process
- Active Listening
- DiSC Professional Profile
- Final Quiz

Course Introduction

Effective communication has been identified as an important skill sets for leaders. Through words, body language, actions, and voice tone you send many messages about yourself. This constitutes precisely one half of the communication process. The second half consists of verifying the message you intended to send was actually received and interpreted the way you intended.

You will need a DiSC Work Style Preference instrument for this course. Email the Arizona Learning Center at azlearningcenter@azdoa.gov to request a copy of the DiSC. Please include your mailing address in your request.



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Creating Understanding

The only way you can be sure you have created understanding is to listen to the people you are communicating with. Make a special effort to encourage them to reflect back what they heard (and what they make of it).

The overall goal of this course is to provide you with the tools you need, the direction in which to use the tools, and the measures of success for listening and communicating to your employees.



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This completes the Introduction Chapter of Listening and Communicating. **Click on the Complete Chapter button below to continue with this training course.**

Complete Chapter

In the next chapter, we'll learn about the communication process and how we can enhance our communication capabilities.

Chapter

Complete

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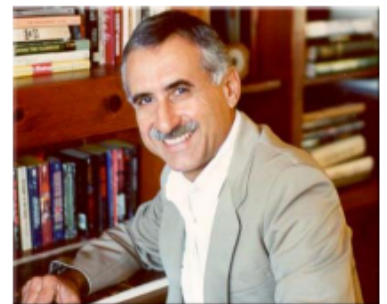
The Communication Process

The communication model we will use is based on over 40 years of research. This research focused on measuring the impact of three elements of communication.

The three elements of communication are:

- Verbal
- Vocal
- Visual

Click on the word "research" for additional information.



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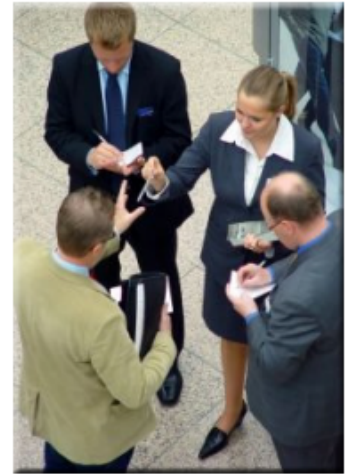
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Three Elements of Communication

The Verbal element is the message itself - the words you say.

The Vocal element is your voice - the way your words are spoken. This element includes your intonation, projection and resonance that carries the words.

The Visual element is what people see - your face and body. This element includes your stance, movement, eye contact and distance.



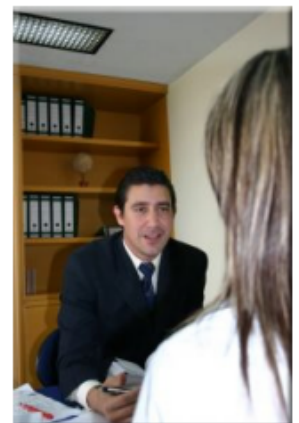
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Three Elements of Communication

When all three elements work together, the words, the voice and delivery, they constitute the entire piece that helps to get the message through.

The degree of consistency between these three elements is the factor that determines your believability. Your believability transfers directly to your credibility.



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Three Elements of Communication

The research also established the percentage importance of each element during communications. These percentages contribute to the effectiveness and believability of the communication.

The Verbal = 7%. This means that the words you speak only make up 7% of the effectiveness of your communications.



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Three Elements of Communication

The Vocal = 38%. This means that your intonation, projection, and resonance make up only 38% of the effectiveness.

The Visual = 55%. This means that more than half of your communication is made up of your facial expressions and body language.



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Three Elements of Communication

Which of the following, shown below, makes up over half of your verbal communications? Please select the best answer.

The words you speak.

Your intonation, projection, and resonance.

Your facial expressions and body language.

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It Is Not Your Words

This also means that 93% of your conversation with your employee is not your words. That makes the communication process even more difficult.



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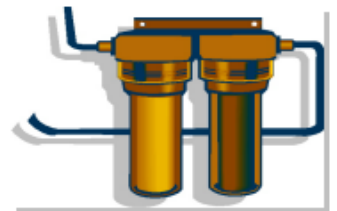
Barriers To and Filters Of Communication

Barriers to communication are:

- Outside influences that can affect the communication process.

Filters of communication are:

- Internal and personal influences that can affect the communication process for both the sender and the receiver.



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Barriers To and Filters Of Communication

Barriers or outside influences on your conversations are items such as:

- your office noise
- method of delivery
- policies
- agency procedures
- your listening skills
- credibility of the speaker
- statute
- doorway lurkers



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Barriers To and Filters Of Communication

Some filters or internal and personal influences that can affect the communication process for both the sender and the receiver to the conversation are items such as:

- internal and personal influences
- culture
- seniority
- stress
- fear
- interpersonal conflict
- knowledge of the sender
- relationship with the sender
- personality
- time



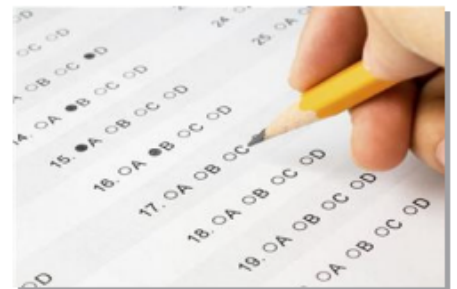
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Listening Self-Assessment

In order to determine how well you actually listen, we created a listening self-assessment instrument. It designed to do two things.

- Create a "base-line" of data you can use to benefit yourself immediately. By knowing your strengths and weaknesses on this topic, it will permit you to focus on specific areas for immediate improvement.
- Once you know your base-line data, you can continue to use this instrument periodically. This allows you to compare your growth in listening and communicating with your employees over time.



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Listening Self-Assessment

You may want to print out and complete the Listening Self-Assessment. You can do this by clicking on the Print Assessment button shown below. However, it's not necessary to print this document if you printed out the Participant Guide. After you complete your assessment, please return to this training course. You may minimize this course while you are completing the assessment, then maximize the course when you return.

[Print Assessment](#)

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Listening Self-Assessment

You have either completed the Listening Assessment or clicked on the Next button. If you completed the Listening Assessment you have a clearer understanding of how the topics in this course will affect your behavior. If you clicked on the Next button without completing the assessment, you may never know for certain where to focus your energies for growth.



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This completes the Communication Process Chapter of Listening and Communicating. **Click on the Complete Chapter button below to continue with this training course.**

Complete Chapter

In the next chapter, we'll learn about Active Listening techniques to improve our ability to communicate.

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Active Listening

The way to become a better listener is to practice "active listening". Active Listening requires you to make a conscious effort to hear the words that another person is saying and attempt to understand the message being sent.

To do this, you must pay attention to the other person and actively engage your listening skills.



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Active Listening

You cannot be distracted by what else may be occurring around you, or by forming your arguments that you'll make when the other person stops. You cannot allow yourself to lose focus on what the other person is saying.

Suspending your own frame of reference and suspending your judgment are important in order to fully attend to the speaker.



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Benefits to Active Listening

There are benefits to active listening. They are

- It shows your concern for others. It shows that you care enough about the person to pay attention.
- It clarifies the content of the conversation. It allows you to ask questions to probe for understanding.
- It encourages the expression of thoughts and feelings. Thoughts and feelings can either support or disguise the "real" issues.
- It helps you discover the real issue behind the conversation.



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Five keys to active listening.

Attending

- Listen quietly, indicating your attention through eye contact and body language.
 - Don't interrupt the speaker. Lean in a bit toward the speaker indicating they have your attention. Unfold your arms and put your hands by your side or on the desk.
- Listen to understand.
 - You may not totally agree with the person at this point but you do need to know what's going on now.



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Five keys to active listening.

Acknowledgement

- Express yourself through brief comments.
 - Examples like, "I understand", or "Yes", or "I see" can be used. The objective is to acknowledge that you are listening, not that you yet understand.
- Take notes if the issues are or could be complex.



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Five keys to active listening.

Encouragement

- Encourage the speaker to continue talking. It's not often you obtain all the information in the first few sentences or minutes of the conversation.
 - You can say things like, "Tell me more about that", "And then what happened", etc.
 - This allows you to collect more details and pick up on cues or body language.



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Five keys to active listening.

Paraphrasing

- Restate the facts in your own words.
 - Ask if your restatement is correct.
 - This checks for accuracy and lets the speaker know you are actually listening.
- You do not need to agree with the speaker. This is simply showing your understanding of the facts.
- As an example: "So you think that not having an agenda is the problem, is that right?"



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Five keys to active listening.

Reflecting Feelings

- Repeat back the feelings you hear.
 - By reflecting the speaker's feelings, you may be able to diffuse the speaker's emotions.
- For example, you might say: "It sounds like you're very frustrated." or "You seem to feel very strongly about your position on this item."



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Five keys to active listening.

The Five Keys are:

- Attending
 - Listen quietly
- Acknowledgement
 - Express your understanding - "I see..."
- Encouragement
 - "Tell me more" or "And then what..."
- Paraphrase
 - Restate in your own words.
- Reflecting Feelings
 - Repeat back the feelings you hear.



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Scenario A

Let's check what we've learned about Active Listening to this point.

You have an employee who just returned from computer training. She comes to you and says: "I went to that Excel training class. I still don't know how to make tables right. They didn't spend enough time on it. You'll have to get someone else to do this report".

Select the best Acknowledgement response for this employee.

I see, tell me more.

I understand what you're saying.

How do you really feel about that?

Scenario

Practice

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Scenario A

Let's continue checking about Active Listening to this point.

You have an employee who just returned from computer training. She comes to you and says: "I went to that Excel training class. I still don't know how to make tables right. They didn't spend enough time on it. You'll have to get someone else to do this report".

Select the best Encouragement response for this employee.

I appreciate you explaining the situation. Please tell me more about why someone else should do your reports.

So, if I understand you correctly, you want someone else to do your work. Is that correct?

You sound a bit frustrated with the training you received. Is that correct?

Scenario

Practice

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Scenario A

Let's continue checking about Active Listening.

You have an employee who just returned from computer training. She comes to you and says: "I went to that Excel training class. I still don't know how to make tables right. They didn't spend enough time on it. You'll have to get someone else to do this report".

Select the best Paraphrasing response for this employee.

So, you attended the class and still feel that you do not have the skills needed to complete your report. Is that correct?

It sounds as though you are very frustrated with the level and pace of the training you received.

I understand what you're saying. Please tell me more about the training course.

Scenario Practice

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Scenario B

Let's look at a different example.

Your employee comes to you and says: "I'm tired of hearing about customer service. I'd like management to come down here and spend a day in my shoes. No one seems to understand all the problems and work we have to do here. People think the minute they walk through the door, I can drop everything and rush over to take on a new problem. Well, I only have two hands and they will just have to wait like everyone else".

Select an Acknowledgement response to your employee.

If I have this right, you can't respond to your customers immediately, no one understands what you do, and you want management to do your job. Is that about it?

I understand what your saying. I'll admit, I felt that way about this job myself. Tell me some more about your work load.

I sense a lot of frustration having to drop your current project to attend to walk-in customers. You appear to have some very strong feelings about your work.

Scenario Practice

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Scenario B

Let's look at this example again.
Your employee comes to you and says: "I'm tired of hearing about customer service. I'd like management to come down here and spend a day in my shoes. No one seems to understand all the problems and work we have to do here. People think the minute they walk through the door, I can drop everything and rush over to take on a new problem. Well, I only have two hands and they will just have to wait like everyone else".

Select a Paraphrase response to your employee.

If I have this right, you can't respond to your customers immediately, no one understands what you do, and management is demanding and insensitive to your workload. Is that about it?

I understand what your saying. I'll admit, I felt that way about this job myself. Tell me some more about your work load.

I sense a lot of frustration having to drop your current project to attend to walk in customers. You appear to have some very strong feelings about your work.

Scenario Practice



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Scenario B

Let's look at this example again.
Your employee comes to you and says: "I'm tired of hearing about customer service. I'd like management to come down here and spend a day in my shoes. No one seems to understand all the problems and work we have to do here. People think the minute they walk through the door, I can drop everything and rush over to take on a new problem. Well, I only have two hands and they will just have to wait like everyone else".

Select a Reflecting feelings response to your employee.

If I have this right, you can't respond to your customers immediately, no one understands what you do, and management is demanding and insensitive to your workload. Is that about it?

I understand what your saying. I'll admit, I felt that way about this job myself. Tell me some more about your work load.

I sense a lot of frustration having to drop your current project to attend to walk in customers. You appear to have some very strong feelings about your work.

Scenario Practice



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Five Keys Review

As a review, the five keys to Active Listening are:

- Attending
 - Listening quietly
- Acknowledgement
 - Express your understanding - "I see..."
- Encouragement
 - "Tell me more" or "And then what..."
- Paraphrase
 - Restate in your own words.
- Reflecting Feelings
 - Repeat back the feelings you hear.



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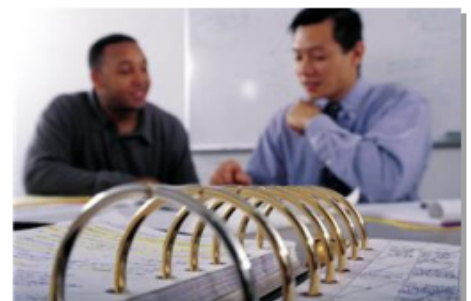
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Use Questions to Enhance Active Listening

Purpose of Questions

Asking your employees questions can serve you several purposes. You may ask a question to:

- Seek an opinion. As in: "So how do you think we should go about resolving this issue?"
- Clarify. Such as: "So based on your experience, what is our next step, here?"
- Summarize. Such as: "So, could you please re-state the major points for me?"



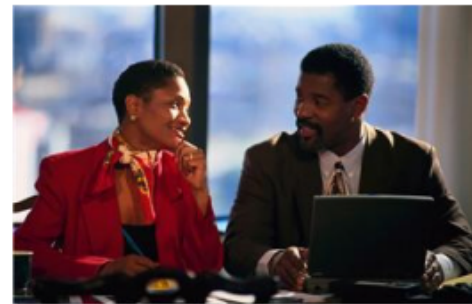
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Use Questions to Enhance Active Listening

Purpose of Questions

- Understand cause and effect such as: "Why do we turn off the power to the copier before clearing a paper jam?"
- Prompt action as in: "What do you think our options are in this situation?"
- Understand the situation from another person's perspective.
- Assist the other person to gain a different perspective.
- Guide your employee towards developing a solution.



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Types of Questions

Generally, the types of questions fall into three broad categories. They are closed-ended, open-ended, and questions behind the questions.

Closed-Ended Questions

This type of question is characterized by:

- Short answer: like "yes", "no", "red", "blue", etc.
- They typically confirm information and are not intended to gain anything more.



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Types of Questions

Examples of closed-ended questions are:

- "How long have you worked here?"
- "Is the coffee hot?"
- "Are you in favor of the new policy?"
- "Will you be gone long?"
- "What color is your new car?"



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Types of Questions

Open-ended questions

This type of question is characterized by:

- Questions that provoke extended answers and so extend thinking.
- Typically begin with "who", "what", "where", "when", "why", "how", "tell me more" or "describe it to me".



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Types of Questions

Examples of Open-ended questions are:

- "When you were arguing with Carla, what were your follow-up statements to her?"
- "Can you describe the procedural steps for this course conversion for me?"
- "What are the talking points on the agenda for today's staff meeting?"



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Types of Questions

Questions behind the questions

These are designed to uncover the true but often unstated question or issue.

For example, your employee says, "Do you really want me to do this report over, again?" You may not be certain, at this point, what your employee is really trying to say, or what the real issue is behind the question. Active listening techniques such as reflecting feelings and paraphrasing are often useful for asking the question behind the question.



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Let's Check Our Understanding

Your employee comes to you and says, "My monthly report is going to be at least two days late. I've had so many interruptions and new projects dumped on my desk that I'm really snowed under. I promise it won't happen next month."

Select the question below that is an open ended question.

Knowledge



Check

Are you currently working on your report?

What types of interruptions are you experiencing?

Will your report be completed based on your revised schedule?

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Let's Check Our Understanding

Your employee comes to you and says, "My monthly report is going to be at least two days late. I've had so many interruptions and new projects dumped on my desk that I'm nearly snowed under. I promise it won't happen next month."

Select the question below that is a closed-ended question.

Knowledge



Check

Do you need anything from me?

How close to being complete are you?

What do you need from me to help with your report?

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Let's Check Our Understanding

Your employee comes to you and says, "Mary just isn't doing her share of the work. Ever since you gave her that new project, she has done nothing to help us with the day-to-day work around here and it's piling up all around us. The rest of us in the department just can't continue to carry her load."

Select the question below that is a closed-ended question.

Knowledge



Check

I understand what you're saying. Can you please tell me more?

Is this important right now?

What is the extent of the work that is piling up?

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Let's Check Our Understanding

Your employee comes to you and says, "Mary just isn't doing her share of the work. Ever since you gave her that new project, she has done nothing to help us with the day-to-day work around here and it's piling up all around us. The rest of us in the department just can't continue to carry her load."

Select the question below that is a question behind the question.

Knowledge



Check

Is Mary in the office today?

Tell me what work is piling up?

Is it the new project that is the problem, the work that's piling up, or Mary ignoring her primary tasks?

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What Did We Learn About Questions?

- Closed-ended questions are designed to elicit a one or two word answer to your question. Such as, "What is our office suite number?"
- Open-ended questions are designed to collect additional information and to continue to probe for further details. Such as, "What did you do next after the copy machine caught fire?"
- Questions behind the questions are designed to get to the actual root of a problem. They require some thought or additional questioning techniques. Such as, "Is the problem Mary's workload, the new project she has, or you not going to training with Mary?"



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Gathering Information

There are many ways to gather additional information from your employees. Beginning on the next page, we will identify an additional 11 techniques for gathering additional information. Gathering additional information can be critical to the communication process. You don't know what you don't know. To gain that knowledge, you should become proficient with several of the techniques shown here.



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Open / Probe

This is a question that begins with "who", "what", "where", "when", "why", "how", etc.

Purpose:

- To gather information
- To encourage responsiveness
- To reduce defensiveness

Example:

"What happened between you and George?"



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Compare / Contrast

This is a question which asks the other person to look for similarities or differences.

Purpose:

- To encourage the other person to develop and express ideas.
- To guide the direction of the information.

Example:

"What are the differences in the way it's done now versus the way it used to be done?"



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Extension

A request for new information that is directly related to something already said.

Purpose:

- To gather additional information.

Example:

"You mentioned the incident with Pat. Tell me more about that?"



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Clarification

A question which requests further explanation about something already said.

Purpose:

- To accurately understand what has been said.

Example:

"You used the term 'staffing', what exactly does that mean in your situation?"



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Laundry List

This is a question which presents choices, possibilities, options, and alternatives.

Purpose:

- To encourage the other person to see beyond a single choice.
- To encourage the other person to state a preference.

Example:

"What do you see as the major problem? Turnover, absenteeism, unrealistic work schedule...?"



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Supposing

A question which allows the other person to envision, to explore a different point of view.

Purpose:

- To encourage people to think from a different viewpoint.

Example:

"If you were me, how would you handle this?"

Or

"Suppose we had a reduction in staff, how would we get the work done?"



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Neutral Phrases

A nonbiased expression which encourages the other person to talk freely.

Purpose:

- To indicate interest and understanding.
- To encourage the other person to talk.
- To create a non-threatening environment.

Example:
"I see."
"Go on."



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Paraphrasing

Restating in your own words what you think the other person just said.

Purpose:

- Tells the speaker if he or she is getting his or her message across.
- Permits the speaker to confirm or correct the understanding.
- Helps you to understand the other person better.

Example:
"So you feel that . . . is that right?"



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Perception Check

Describing what you perceive to be the other's feelings in order to check your understanding.

Purpose:

- Communicates the listener's willingness to understand the speaker as a person.
- Communicates acceptance of feelings.
- Permits the speaker to confirm or correct the perception.
- Helps you to understand the other person better.

Example:

"I get the impression that you're not comfortable talking about this. Is that accurate?"



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Behavior Description

Describing specific observable actions without making accusations or generalizations about the other's motives or personality traits.

Purpose:

- Clarifies for the other person which behaviors are causing problems.
- Reduces defensiveness.
- Encourages a more productive exchange.
- Helps the other person understand you better.

Example:

"Ten times in the last half hour you have interrupted me. I seldom get to finish my sentences."



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Description of Effect

Describing the effect of the other's behavior on you and/or the group.

Purpose:

- Helps the other person see the consequences of his or her behavior.
- Helps the other person understand you and/or the group better.

Example:

"When you interrupt me often, I feel like my ideas and opinions don't matter to you."



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Some Overlap

As you can see from this list of 11 options, there is some overlapping of question types. They provide you with additional opportunities to gather additional information and make decisions based on facts.



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This completes the Active Listening Chapter of Listening and Communicating. **Click on the Complete Chapter button below to continue with this training course.**

Complete Chapter

In the next chapter, we'll learn about the DiSC Professional Profile instrument. The results of this profile will explain our working style, our leadership style, and our communication style with our direct reports.

Chapter

Complete

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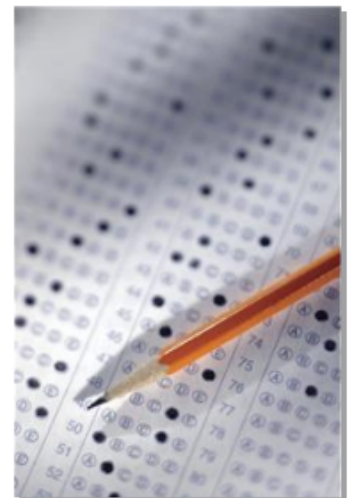
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DiSC Professional Profile

The assessment instrument you will be sent through the mail, was originally developed by Dr. William Marston as a result of the research for his book, "Emotions of Normal People". Incidentally, he is also the developer of:

- The Wonder Woman comic strip under the pen name, Charles Moulton.
- The lie detector.

Hopefully, you will follow the instructions closely and be able to complete the instrument prior to this part of the training course. However, if that is not the case, please continue with the training course. The lack of a completed DiSC instrument will not hamper you with the remainder of the course.



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DiSC Professional Profile

The DiSC Personal Profile is used to provide a very quick overview of your behavioral style while at work. It's important that you know this preferred style. It will begin to open a different means of communicating with your employees and team mates.

So, what do the results tell you, exactly?

Essentially, it describes how you approach work, your employees, team mates, listening, and communicating.



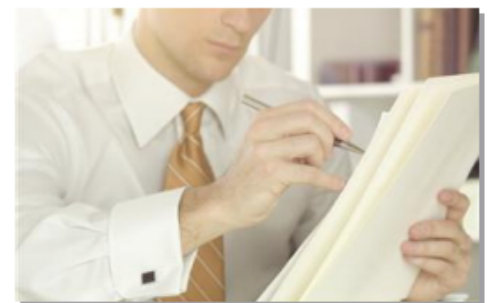
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DiSC Professional Profile

When you complete the assessment instrument, you will learn that you will, generally, fall into one preference out of the four preferences. Everyone who uses this, and similar instruments, will fall into one of the four preferences.

Awareness is your first step to understanding how you relate to others. It also means that the others in your work location will have similar or different work style preferences. How will you learn to react to their preferences in your work environment?



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DiSC Professional Profile

Once you have an understanding or awareness of your work preferences, the next step is to learn how you adapt to the remaining three work style preferences.

Adapting is not "giving in" or relinquishing your position. Adapting, in this case, is learning how to interact with the remaining work preference styles to achieve results without stress or conflict.



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DiSC Professional Profile

We will take a more detailed look at the four behavioral styles than what is available in your DiSC handout. We will explore the areas of

- behavior
- strategies with other work styles
- communication
- and some humor.



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Dominance (General Tendencies)

The "D" in DiSC stands for Dominance. People who score high in this area of the DiSC instrument are described here. Generally, your emphasis is on shaping the environment by overcoming opposition to accomplish results.

Your tendencies include:

- getting immediate results
- causing action
- accepting challenges
- making quick decisions
- questioning the status quo
- taking authority
- managing trouble
- solving problems



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Dominance (General Tendencies)

You desire an environment that includes:

- power and authority
- prestige and challenge
- opportunities for individual accomplishments
- a wide scope of operations
- direct answers
- opportunities for advancement
- freedom from controls and supervision
- many new and varied activities



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Dominance (General Tendencies)

You are a person who needs others who:

- weigh pros and cons
- calculate risks
- use caution
- create a predictable environment
- research facts
- deliberate before deciding
- recognize the needs of others



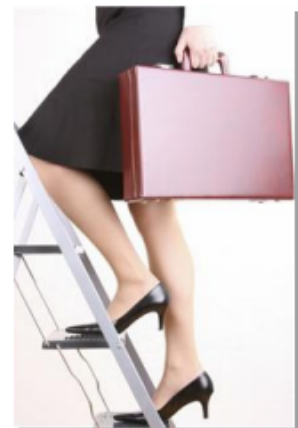
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Dominance (General Tendencies)

To be more effective, you need:

- to receive difficult assignments
- to understand that you need people
- to base techniques on practical experience
- to receive an occasional shock
- to identify with a group
- to verbalize reasons for conclusions
- to be aware of existing sanctions
- to pace yourself and relax more



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When communicating with a "D":

Remember, a "D" may Want:
Authority, challenges, prestige, freedom, varied activities, growth assignment, "bottom Line" approach, opportunity for advancement.

Provide direct answers, be brief and to the point.

Ask "what" questions, not how.

Stick to business, results they desire.

Stress logical benefits of featured ideas, approaches.

When in agreement, agree with facts and ideas rather than the person.

If timeliness or sanctions exist, get these into the open as related to end results or objectives.

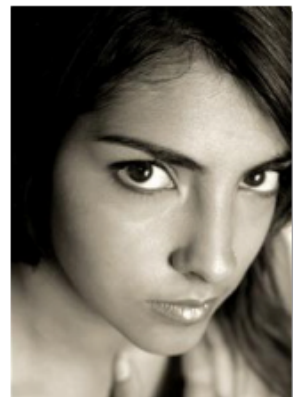


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When put into conflict, a "D" will:

- Overstep prerogatives.
- Act restlessly.
- Stimulate anxiety in others.
- Overrule people.
- Be blunt and sarcastic with others.
- Sulk when not in the limelight.
- Be critical and fault-finding.
- Be inattentive to details and logic.
- Be dissatisfied with routine work.
- Resist participation as part of a team.



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It's Not All Fun and Games

Being a "D" can't be all fun when you have to order everyone around all the time. A "D" will tell you that without them, the world would fall to chaos. Gimme a break. Here's how food fares with the "Ds" of the world.

- Sometimes has been known to eat over the sink.
- Likes to try new, exotic, different foods.
- Loves to microwave everything, even water.
- Never follows recipes, has to add and substitute.
- Eats out a great deal.



We will explore more humorous details at the end of the section on "Cs".

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influence (General Tendencies)

Your tendencies include:

- contacting people
- making a favorable impression
- being articulate
- creating a motivating environment
- generating enthusiasm
- entertaining people
- viewing people and situations with optimism
- participating in a group



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influence (General Tendencies)

You desire an environment that includes:

- popularity, social recognition
- public recognition of ability
- freedom of expression
- group activities outside of job
- democratic relationships
- freedom from control and detail
- opportunities to verbalize proposals
- coaching counseling
- favorable working conditions



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influence (General Tendencies)

You need others who:

- concentrate on the task
- seek facts
- speak directly
- respect sincerity
- develop systematic approaches
- prefer to deal with things instead of people
- take a logical approach
- demonstrate individual follow-through



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i nfluence (General Tendencies)

To be more effective, you need to:

- control your time
- make objective decisions
- use hands-on management
- be more realistic when appraising others
- make priorities and deadlines
- be more firm with others



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When communicating with an "i":

Remember, an i may want:

Social recognition, popularity, people to talk to, freedom from control and detail, favorable working conditions, recognition of abilities, chance to motivate people, inclusion by others.

- Provide a favorable, friendly environment.
- Provide a chance for them to verbalize about ideas, people and their intuition.
- Offer them ideas for transferring talk into action.
- Provide testimonials.
- Provide time for stimulating, sociable activities.
- Provide details in writing, but don't dwell on these.
- Provide a participative relationship.
- Provide incentives taking on tasks.



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When put into conflict, an "i" will:

- Be more concerned with popularity than tangible results.
- Oversell.
- Act impulsively - heart over mind.
- Have inconsistent conclusions.
- Make decisions solely on gut feelings.
- Be unrealistic in appraising people.
- Be inattentive to detail.
- Trust people indiscriminately.
- Have difficulty planning and estimating time expenditure.
- Create a superficial analysis.



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It's Not All Fun and Games

Being an "i" can't be all fun, what with those pom-poms, battons, and horns. Besides, an "i" will tell you that getting that pot-luck arranged is real work. Boo hoo. Here's how an "i" fares around food.

- Entertains a great deal.
- Likes gourmet foods.
- Has the latest kitchen gadgets but doesn't use them.
- Is attracted to fancy packaging.

We'll explore additional humor at the end of the "C" section.



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Steadiness (General Tendencies)

Your tendencies include:

- performing in a consistent, predictable manner
- demonstrating patience
- developing specialized skills
- helping others
- showing loyalty
- being a good listener
- calming excited people
- creating a stable, harmonious work environment



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Steadiness (General Tendencies)

You desire an environment that includes:

- maintenance of the status quo unless given reasons for change
- predictable routines
- credit for work accomplished
- minimal work infringement on home life
- sincere appreciation
- identification with a group
- standard operating procedures
- minimal conflict



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Steadiness (General Tendencies)

You need others who:

- react quickly to unexpected change
- stretch toward the challenges of accepted tasks
- become involved in more than one thing
- are self-promoting
- apply pressure on others
- work comfortably in an unpredictable environment
- help to prioritize work
- are flexible in work procedures



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Steadiness (General Tendencies)

To be more effective, you need to:

- be conditioned prior to change
- validate self-worth
- know how personal effort contributes to the group effort
- have colleagues of similar competence and sincerity
- know task guidelines
- have creativity encouraged



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When communicating with an "S":

Remember, an "S" may want:
Security of situation, time to adjust to change, appreciation, identification with group, limited territory, areas of specialization.

Provide a sincere, personal and agreeable environment.

Provide a sincere interest in them as a person.

Focus on answers to "how" questions to provide them with clarification.

Be patient in drawing out their goals.

Present ideas or departures from current practices in a non-threatening manner; give them a chance to adjust.

Clearly define goals, roles or procedures and their place in the overall plan.

Emphasize how their actions will minimize risks involved and enhance current practices.



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When put into conflict, an "S" will:

- Insist on maintaining the status quo.
- Take a long time to adjust.
- Have trouble meeting multiple deadlines.
- Need help getting started on new, unstructured assignments.
- Have difficulty with innovation.
- Be contented with things as they are.
- Continue to do things the way they were always done.
- Will hold onto past experience, feelings.
- Will wait for orders before acting.



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It's Not All Fun and Games

Being an "S" can't be all fun. Being the anchor of the office is weighty work. Besides, an "S" will tell you that taking an inordinate amount of time to make a decision is good for the team. Gimme a break. Here's how an "S" fares around food.

- Values mealtime and considers it important family time.
- Considers the kitchen the most important room in the house.
- Eats from the four basic food groups each day.
- Likes to exchange recipes.



We'll explore additional humor at the end of the "C" section

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Conscientiousness (General Tendencies)

Your tendencies include:

- adhering to key directives and standards
- concentrating on key details
- thinking analytically, weighing pros and cons
- being diplomatic with people
- using subtle or indirect approaches to conflict
- checking for accuracy
- analyzing performance critically
- using a systematic approach to situations or activities



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Conscientiousness (General Tendencies)

You desire an environment that includes:

- clearly defined performance expectations
- values of quality and accuracy
- a reserved, business-like atmosphere
- opportunities to demonstrate expertise
- control over factors that affect their performance
- opportunities to ask "why" questions
- recognition for specific skills and accomplishments



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Conscientiousness (General Tendencies)

You need others who:

- delegate important tasks
- make quick decisions
- use policies only as guidelines
- compromise with the opposition
- state unpopular positions
- initiate and facilitate discussions
- encourage teamwork



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Conscientiousness (General Tendencies)

To be more effective, you need to:

- have time to plan carefully
- to know exact job descriptions and performance objectives
- schedule performance appraisals
- receive specific feedback on performance
- respect people's personal worth as much as their accomplishments
- develop tolerance for conflict



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When communicating with a "C":

Remember, a "C" may want:

Personal autonomy, opportunity for careful planning, exact job descriptions, precise expectation.

Take time to prepare your case in advance.

Provide straight pros and cons of ideas.

Support ideas with accurate data.

Provide reassurance that no surprises will occur.

Provide exact job description with precise explanation of how it fits the bit picture.

Review recommendations to them in a systematic and comprehensive manner.

If disagreeing, disagree with facts rather than the person.

Be prepared to provide explanations in a patient, persistent, diplomatic manner.



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When put into conflict, a "C" will:

- Seek feedback and direction from supervisors.
- Hesitate to act without precedent.
- Is bound by key procedures and methods.
- Get bogged down in decision-making process.
- Resist delegating tasks.
- Will want full explanation before changes are made.
- Yield position to avoid controversy.
- Avoid involvement when threatened.
- Focus exclusively on their own task accomplishments.



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It's Not All Fun and Games

Being a "C" can't be all fun. Writing and re-writing procedures all day can blur your vision. Besides, a "C" will tell you that calculating the odds on each square in the office pool is exhausting. Boo hoo. Here's how a "C" fares around food.

- Reads all labels.
- Knows all the percentages of protein, fat and carbohydrates in foods.
- Shops for good prices and utilizes coupons.
- Buys kitchen gadgets if they are economical, well constructed, and multi-taskers.



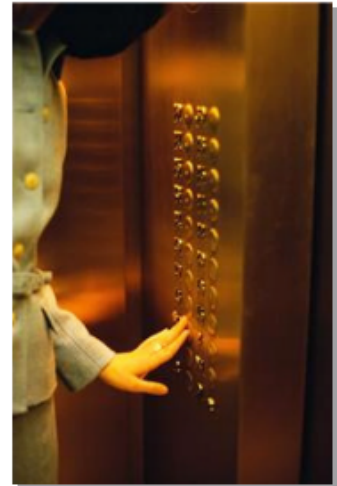
More humor to follow.

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Getting on an elevator on a busy morning

- The D walks up, gets on the elevator, pushes the button, closes the door.
- The i lets others in, says, "Always room for one more," and "Come in, you're going to be late; we'll wait for you!"
- The S will wait in line, moving from one line to another, appearing unable to make a decision.
- The C will get on the elevator. If it's crowded, the C will count the number of people and, if the number is over the limit, will make someone get off.



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Shopping for groceries

- The D is the impulse shopper. No list.
- The i can tell you where everything is in the store, whether you ask or not.
- The S is prepared, has a list and gets it done efficiently.
- The C brings coupons and a calculator shopping.



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Hanging wallpaper

- The D says, "Come over Saturday and help me wallpaper. And bring the paste." Then starts in the middle of the living room. The patterns don't match. The D says, "So what. That's what drapes and pictures are for."
- The i has the wallpaper in the closet with the paste. It's on a list of things to do. They never get around to it.
- The S starts in the corner of the guest bedroom, gets finished and cleans up.
- The C starts in a closet or in the garage to be sure the pattern is going to match. Then gets it exactly right before starting on the living room.



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Cooking a meal

- The D can't cook without a microwave.
- The i likes to cook for groups and has an extra place set at the table in case company stops by.
- The S prepares a meal from scratch and rotates around a dozen standard recipes.
- The C can't cook without a timer and measuring cups.



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The fun is over. It's time to get serious again.

We learned a lot about our behavioral style while at work. It's a valuable piece of information that will work well for us in the future. However, it will only work for us when we know the behavior work styles of our employees. How do you learn which one of the four major categories your employees fall into? Without actually giving them an assessment tool, it may be difficult to learn that information.



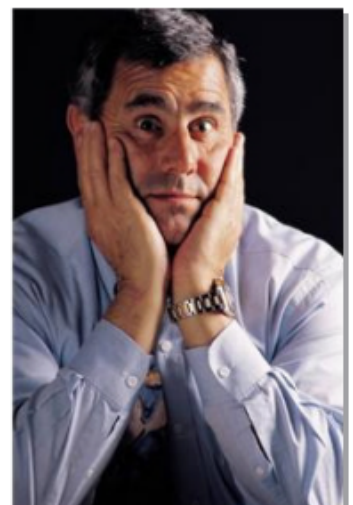
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What can you do?

So, what does a supervisor do to learn about employee behavioral work style? The obvious answer is to buy the assessment instruments and administer them to your direct reports. This may be difficult or impossible during difficult budget situations when purchasing anything is not an option.

There is another way. It is a bit subjective but, when used properly, will offer some guidance for identifying your direct report behavioral work style.



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Observable Behaviors

Shown on this and the next screen are some observable behaviors that your direct reports may exhibit. Without using the assessment instrument, this is subjective evidence, at best. However, it may help you with your direct reports.

A "D"ominant employee:

- Is motivated to solve problems and get immediate results.
- Tends to question the status quo.
- Prefers direct answers, varied activities, and independence.

You may hear them say:

"I like being my own boss."
"I know what I want and I go after it."
"I like to test myself with challenges."



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Observable Behaviors

An "I"nfluence employee:

- Motivated to persuade and influence others.
- Tends to be open, verbalizing thoughts and feelings.
- Prefers working with people rather than alone.

You may hear them say:

"I enjoy telling stories and entertaining people."
"I get fired up about things."
"I like freedom from control and detail."



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Observable Behaviors

A "S"teadiness employee:

- Motivated to create a stable, organized environment.
- Tends to be patient and a good listener.
- Prefers participating in a group rather than directing it; also prefers listening more than talking.

You may hear them say:

"I like working with people who get along."

"I enjoy helping people."

"I can be counted on to get the job done."

INNOVATION
SUCCESS
EVALUATION
DEVELOPMENT
GROWTH
SOLUTION
PROGRESS
MARKETING



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Observable Behaviors

A "C"onscientiousness employee:

- Motivated to achieve high personal standards.
- Tends to be diplomatic, carefully weighing pros and cons.
- Prefers environments with clearly defined expectations.

You may hear them say:

"I enjoy analyzing things."

"I prefer facts to emotions."

"I enjoy working with people who are organized and have high standards."



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Your Direct Reports

When you have a broad idea about your direct reports behavioral style, you can use the communication techniques identified in the course. Each of the styles has its own section in this course to assist you with each of your direct reports. Again, this is a subjective measure and is prone to errors.

Once you have a broad idea about your direct reports, it will be helpful to create a matrix. This will offer guidance when communicating and working with your employees.



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Sample Matrix

Shown below is a sample matrix that identifies your employee, the suspected work style preference, and the strategy for communication.

| Employee | Style | Communicate by |
|----------|-------|--|
| Maria | S | Provide regular opportunities for informal, casual discussions. Draw out information about their concerns, worries, or conflicts with other. Initiate discussions in a friendly, low-key manner. |
| Bill | i | Use informal, open-ended discussions in social environments. Provide opportunity to share stories and ideas in an enthusiastic exchange. Use two-way dialogue, responding to their feelings. |
| Juan | C | Use formal communication in new situations, avoiding personal questions. Use logical, matter-of-fact statements rather than emotional expressions. Check for points of disagreement or misunderstanding. |
| Sylvia | D | Use direct, to-the-point communication without a lot of social chatter. Check at the end of the discussion to make sure everything was heard. |
| Anna | D | Same as Sylvia. |

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Benefits

Benefits of recognizing and adapting to others work style preferences

- Increases your understanding of others.
- A greater appreciation of others.
- Improved communication with others.
- More productive employee relationships.
- Reduced conflict and stress.



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This completes the DiSC Professional Profile Chapter of Listening and Communicating. **Click on the Complete Chapter button below to continue with this training course.**

Complete Chapter

Chapter

Complete

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Summary

This completes the module on listening and communicating. So, to review, what did we learn through this course? We learned:

- There are barriers and filters to every conversation.
- Our words only make up 7% of a conversation.
- There are five keys to Active Listening.
- To use questions and questioning techniques to enhance Active Listening.
- How to gather information to enhance communications.
- To identify our work behavioral style and assistance with our direct reports work styles.



Additional Questions ?

Important CBT Information



If you have any additional questions about this course or any course in the Supervisor Academy, you may call the Arizona Learning Center at (602) 542-7431 or email us at azlearningcenter@azdoa.gov.

Click on the button below to take the final examination for this course.

[Final Examination](#)

Final Exam

Assess
Your

Knowledge

This final exam is made up of 10 questions. You will need a minimum score of 70% or 7 correct answers to successfully pass this examination.

Click the Next button to proceed to the final examination.

